



Investigating an EFL pre-service teacher's reflections during school teaching practice

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Abstract

Studies examining the reflective teaching practice of pre-service teachers in the context of EFL are still under-discussed as in Indonesia. Therefore, to fill this void, this study was conducted to identify the reflection of EFL pre-service teachers during teaching practice at schools. In practicing teaching, pre-service teachers face several challenges such as factors that influence the success of prospective teachers in teaching practice, lack of evaluation, and problem-solving in the classrooms with students. Therefore, through this research, the researchers try to examine the reflective teaching practice of an EFL pre-service teacher. This is a qualitative study using thematic analysis to analyse the data. The data were gathered from interviews and teaching journals. The finding shows that during the teaching practice, the participant's experiences were reflected through five dimensions, i.e., philosophy, principles, theory, practice, and beyond practice. Overall, the results show that the participant's beyond reflection remained the same with what she did in practice, and the themes that have been revealed from her reflections including the need to do a lot of preparation, having a variety of alternatives to minimize problems in the classroom, and the importance of students' success in understanding the material. The findings, therefore, are expected to provide insight to other EFL pre-service teachers to have reflective practices while conducting teaching practice.

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INTRODUCTION

In the context of initial teacher education (ITE), reflection is an important component for English teachers to begin their teaching practices. Reflective practices are the process of learning from classroom experience and gaining new insights into self and professional practices (Finlay, 2008). Reflective practices are analyzed and divided into three categories: (1) reflection in activity; (2) reflection on activity; and (3) reflection for activity (Farrell, 2012; 2018). Furthermore, in relation to components of teaching reflection, Farrell (2015) has also proposed the teacher's reflective framework which covers: philosophy, principles, theory, practice, and beyond practice. Philosophy reflects the teacher's story in detail such as the development of personal beliefs in teaching and the development of personal values that are reflected at the level of self-development. Principle includes reflection on the assumptions, beliefs, conceptions of teachers about teaching and learning. Theory includes how teachers can reflect what theory is embedded in their general approach to lesson planning (front, middle, and back planning), activities, and methods are chosen when trying to practice. Next, practice emphasizes the most visible behavior of their work as teachers, their practice, and what happens in the classroom during teaching practice. Finally, beyond practice refers to outside of practice and examines the socio-cultural, moral, and emotional impact of reflective practice.

Loughran (2002) defines teaching reflection as a process in which pre-service teachers think about their teaching practice, analyze how something is taught and how that practice can be improved or changed for better learning outcomes and into effective learning. The first and most important basis for professional progress is simply the teacher's reflection on everyday classroom events. Therefore, reflection requires the form of ideas, descriptions, and effective decision-making in classroom settings.

Furthermore, Nelson and Sadler (2013) stated that there are four components of reflection, namely: stimulus, content, process, and outcome. The first component is stimulus that refers to the context of the initial problem in the act of reflection. Schön (1987) mentions components in experience and describes such an unstable and unpredictable event of the experience and professionalism of pre-service teachers which could lead to reflections since such reflection occurs in response to an alarming situation. The second component is content which refers to the teacher's main idea in the act of reflection. The third component is process. The process is a system of actions taken by pre-service teachers when analyzing the problem being evaluated. The fourth component is the outcome. This component is at the end, which concerns how different directions characterize the broader goals and outcomes of the reflection process.

Furthermore, Farrell (2015) has also proposed the teacher's reflective framework which covers: philosophy, principles, theory, practice, and beyond practice. The component in the first stage is philosophy. Philosophy reflects the teacher's story in detail such as the development of personal beliefs in teaching and the development of personal values that are reflected at the level of self-development. The next component of a teacher's reflective practice is principles. Principle includes reflection on the assumptions, beliefs, concept of teachers about teaching and learning. Then, it comes to theory. Theory is to describe and discuss how teachers can reflect the theory they have made into teaching practice. At this level when teachers reflect, they will note what theory is embedded in their general approach to lesson planning (front, middle, and back planning), activities, and methods are chosen when trying to practice. Furthermore, practice is a stage that reflects the most visible behavior of their work as teachers, their practice, and what happens in the classroom during teaching practice. Finally, beyond practice refers to the framework which encourages teachers to reflect outside of practice and examines the socio-cultural, moral, and emotional impact of reflective practice.

A number of reflective practice research in teacher education have been conducted. For example, Liou (2001) investigated the reflective practice of pre-service EFL teachers in Taiwan to seek advances in the reflective practice of teachers and ensure that the distinctiveness of these practices is rigorous. Resulting in that the participants mostly discussed teaching-related topics. Russel (2005) assesses his practice in teacher education and considers whether or not reflective practice can be used. Pedro (2005) investigated a way for pre-service teachers to master a reflective practice. Lee (2007) examines in what ways dialogue and rebuttal can be used as a guidance by the pre-service teachers for their reflection. Cavanagh and Prescott (2010) investigate in what ways teacher personality and reflection power can best increase during pre-service teacher practice as they enter the workforce. Farrell (2011) examined the professional identity of participants through their

contribution to structured reflective practice in pre-service teacher groups. Meierdirk (2016) analyzes reflective practice and its position in teacher student education. Maaranen and Stenberg (2017) student teachers' reflections on practical theory investigating environmental and behavioral factors. Azizah et al. (2018) during her teaching practice, she reviews the experiences of EFL pre-service teachers utilizing reflective practice programs. Arslan (2019) investigate the nature of student-teacher individual reflection at the stage of the practical experience of teaching in schools and upon entering the world of work.

Although reflective teaching practices in the context of teacher education have an important role, until now there is still limited research that focuses on reflective teaching practices in the EFL specifically in Indonesia. Most of the research related to reflective teaching practices in the context of English classrooms is outside Indonesia, for example, studies conducted by (Liou, 2001; Pedro, 2005; Russell, 2005; and Lee, 2007). In addition, it was revealed that those previous studies did not refer to the reflective practice framework from Farrell (2015). Therefore, knowing the situation and experience in the field of teaching practice, the researchers were interested in conducting this study on EFL pre-service teachers in teaching practice programs in Indonesian context by referring to Farrell's framework of reflective teaching practice. This present study attempts to answer the following question: how does an EFL pre-service teacher reflect her teaching during the teaching practice?

METHODS

The researchers chose the qualitative design because it was believed to be the most appropriate to be used to answer the research questions and objectives. Qualitative methods, especially thematic analysis was used to identify and explain data analysis. Thematic analysis was a technique for identify, analyze, describe, and report themes within the data (Braun and Clarke, 2006). In addition, thematic analysis can also generate a lot of data, clearly and in detail from the researchers' questions, and gather meaning from the participant's teaching experience.

The participant of this study was one EFL pre-service teacher (i.e., Fee, pseudonym) from a private university in Yogyakarta. The researchers decided to focus on one participant in terms of practical constraint, yet attempted to conduct more in-depth analysis by using two sources of data, i.e., reflective journal and interview. The participant of this research was from the English Education department. Here, Fee was a student majoring in English Education and was in her semester 7 when she was interviewed. She had conducted the teaching practice for 36 days. Before teaching practice, Fee had experience in teaching. One of them was when she had two months of experience teaching through community service. In addition, for evidence of reflective practice Fee used the teacher's diary to reflect on teaching. The diary was written by Fee every day of the 36 days of teaching practice. During the teaching, the practice Fee may feel tired because the teaching practice is different from usual due to the pandemic situation. Teaching practices were carried out online and offline and required pre-service teachers who can adapt their teaching aspects. The reflective teaching that exists in the teaching practice of pre-service teachers has the benefit of improving or evaluating their teaching in the future.

This present study used two types of instruments, i.e., guided reflective journals and semi-structured interviews. The guided reflective journals contain a reflection on their professional identity and learning to become a teacher after teaching practice. The reflection on this written description contains planning activities carried out in teaching practice, activities that are carried out by pre-service teachers when teaching, expressing feelings of pre-service teachers during teaching practice activities, activities that do not have problems, and problems experienced during teaching practice activities. During the teaching practice, all English Education department students from the university were required to write a reflective journal that reflects their teaching experiences after completing teaching practice. After asking for permission from Fee to access her reflective journal, she was then interviewed for further investigation. This interview lasted for about 15-30 minutes. The interviews were conducted in two languages, both Bahasa Indonesia and English. Bahasa Indonesia was used to make it easier and allowed participants to be free and fluent in conveying ideas without worrying about language barriers. Furthermore, the results of the interviews were collected from the voice recordings and recorded some to be transcribed before the researchers conducted the analysis. As Bryman (2012) stated that interviews should be recorded and transcribed.

In this study, the analysis was carried out using thematic analysis. The data were collected through autobiographical writings and reflective journals to get a narrative of their experiences. By

using thematic analysis, there are six steps in analyzing data with thematic methods. The first step is to familiarize the data that has been collected by reading the data several times and noting the important parts of the data. After reading the data, the researchers collected all relevant data and code the data to make it easier to find. The third step is to analyze and theme the code that has been transcribed. After assigning a theme to the data, the researchers need to check the theme to make sure the code is appropriate. In the next step, the researchers must define and name the theme and the last step is to make a report based on the theme that has been made (Braun & Clarke, 2006). Interviews were also used to see how their teaching identity was formed. This interview lasted about 15-30 minutes. Interviews were conducted in two languages, both Indonesian and English because using Indonesian would make it easier and allow participant to be free and fluent in conveying ideas without worrying about language barriers. Furthermore, the results of the interviews were collected from the voice recordings and recorded some to be transcribed before the researchers conducted the analysis. As Bryman (2012) stated that interviews should be recorded and transcribed. The researchers applied the six phases of thematic analysis. Therefore, to validate the trustworthiness of the interview, the researchers used some recommended criteria by Nowell et al. (2017) for each phase of thematic analysis. First, in familiarizing ourselves with the data, we triangulated different types of data collection sources (i.e., reflective journal and interview). Next, in generating initial codes, the researchers used a coding framework based on Farrell (2015). Third, in searching for themes, the researchers highlighted the keywords from the interview transcript and the teaching journal. Next, in reviewing themes, both researchers cross-checked the themes together for multiple times. Fifth, in defining and naming the themes, we did the peer debriefing once again where both researchers checked the names of the themes. Last but not least, in writing the report, we wrote the findings by referring again to the theories.

FINDINGS AND DISCUSSION

In this section, the researchers present the interpretation of the research results. Interpretation data is obtained from data that has been analyzed based on the theme in the theoretical construct used by the researchers. In this discussion, the researchers interpret the aspects of reflection based on Farrell's theory, namely, philosophy, principles, theory, practice, and beyond practice.

Manifested aspects of reflective teaching practice

By considering the theory from Farrell (2018) that said when teachers are supported to reflect on philosophy, right here they could better apprehend the origin, formation, and improvement of teacher identity. When teachers are encouraged to mirror the principles, they must become more aware of the assumptions, values, and ideas they formerly held when they were students. When teachers are encouraged to mirror theories, they must be able to construct knowledge of instruction. When teachers are encouraged to reflect on practice, they become more aware of the relationship between theory, practice and they can understand classroom observations. When teachers are encouraged to go beyond practice, that is where teachers can reflect on issues such as the role of the teacher, and differences in power. The finding of this study also showed that most of the reflections made by teachers focus on aspects of Farrell (2015), namely philosophy, principles, theory, practice, and beyond practice. In general, the summary of Fee's reflective teaching practice is presented in the following table and explanation.

Table 1. The summary of Fee's reflective teaching practice

Aspects	Findings
Philosophy	She emphasized on her role as a teacher does not to be presence for the students. Her teaching philosophy was constructed based on her teaching experiences.
Principles	She wanted her students to be enthusiastic in learning English. She believed that she must do her best for the teaching.
Theory	She was quite meticulous in transforming the teaching theory into the lesson plan.
Practice	She did not only the teaching practices but also classroom management practices. Fee did what she had planned in her lesson plan, including the learning activities, questions, quiz, and assessment. In addition, she also attempted to manage the classroom effectively by taking attendance, memorizing students' names, and even considering addressing students' inappropriate behaviour by negotiating the consequences.

Beyond practice	She believed that being a teacher means being a long-lasting learner. Thus, she is aware of the need for her professional development.
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Through Farrell's theoretical framework on the reflection of teacher teaching practices, which includes reflection on philosophy, principles, theory, practice, and beyond practice. Overall, it can be seen that Fee's reflections on hidden aspects of teaching (Philosophy, Principles, and Theory) remain consistent with what she did in practice, and the relationships that emerge from her reflections can be categorized by the need for much preparation, having various kinds of alternatives to minimize problems in class, and the importance of students' success in understanding the material. In this critical reflection stage, it greatly helps the Fee to reflect on its teaching to be even better when teaching in the future. This finding, therefore, confirms those from (Farrell and Kennedy 2019; Playsted, 2019; Farrell and Avejic, 2020; Kusumarasdyati and Retnaningdyah, 2020; Farrell and Macapinlac, 2021) stating that the teachers from their study have the three hidden aspects of teaching reflected in the practice. Fee, indeed, walks the talk. She did what she said. For example, Fee, the participant, explicitly stated that her principle, she needs to have a lot of preparation. Then, through her journal, she wrote that on Day 14 of her teaching diary, she practiced what she mentioned. She reread the syllabus and do various preparations as follow:

“What I actually did today is to reread the syllabus and then determine the material that I will teach in this 1st semester. Before making the RPP, I also read the RPP references on the website provided by the ministry of education. Next, I made a lesson plan that was in accordance with the material in semester 1”

Furthermore, Fee also mentioned having a reflection as her principles. She reflected her teaching by asking the students' opinion about her teaching performance. On Day 32 of her diary, she wrote:

“After finishing their daily test, I gave a reflection on the impressions and messages that were taught by me. Students can write on the Padlet that I have provided.”

Then, the explanation of each aspect of the reflective teaching practice is discussed below.

Philosophy

The findings in this component revealed that Fee has a philosophy that was related to teacher's roles in teaching. She believed that she must be able to memorize the names of each student. Fee here also attempted to create an active class atmosphere and avoided boredom. In creating an active classroom and not bored, the teacher's role here is very important, the teacher must have a high creativity. The researchers and Fee were discussing what makes a teacher's philosophy possible. Her philosophy was formed when she already had the teaching experience. She tended to do a lot of preparation and practice. As a teacher, she must also be a role model for the students, and always give encouragement to students so that they want to learn English. She also said that when teaching students directly, it must be targeted and effective. So that the teachers not only transfer knowledge to the students but also educate them.

“My philosophy here is a lot of preparation, a lot of practice, and as a teacher, I have to be a model for the students and I also have to always give encouragement, encouragement to students so that they continue to want to learn....when teaching is not only an activity to transfer knowledge. But there is a response from students and changes in behavior”

Furthermore, to become a teacher, according to Fee, required patience, compassion for students, and of course being a teacher with character. She pushed and challenged herself to be a good teacher, attempted to improve her learning, and wanted to make a difference in the lives of

others. This is also related to her statement about a sense of responsibility for the learning of her students.

“To be a teacher, we need patience and compassion for students to become teachers with character. In addition, we also needs to explain or provide material that is not monotonous”

The philosophy from Fee was reflected her background as a pre-service teacher who gain experiences from both in-class teacher training from the university and from her teaching practicum. The way she put these together and thus describe what a teacher should be is in line with what Farrel and Macapinlac (2021) proposed about philosophy in teacher reflection. In detail, Farrel and Macapinlac (2021) mentioned that philosophy is constructed when teachers reflect on their previous experiences, take lessons from those experiences and thus describe themselves as teachers. This is in line with the findings of Playsted (2019) that philosophy in teaching is used to reflect the way pre-service teachers in teaching practice so that they become teachers with character, are fun for students, and can develop the abilities of pre-service teachers in the teaching and learning process. In line with research conducted by Farrel and Avejic (2020) that teaching philosophy is a guide when pre-service teachers practice teaching from their universities and can apply quality learning. This is also relevant to the findings of Farrel and Kennedy (2019) which explain that teaching philosophy can provide skills when pre-service teachers reflect on their teaching experiences so that they are better and have no shame. This philosophy also describes the time he will become a teacher in the future and as a motivation to pursue a career in education. This statement is also relevant to the findings of Kusumarasyati and Retnaningdyah (2020) which state that philosophy is a means for teachers to prove work experience, and learning outcomes, and is formed when pre-service teachers have practical teaching experience in schools. Thus, they can describe themselves as teachers in the future.

Principles

The answers from the participant indicated that the students she taught were quite unpredictable and tended to lack of interest in English. In results, Fee took more time to understand the learning objectives, learning activities, and assessment aspects that would be used in the lesson plans. The students' characteristics were one of the bases for her to adjust the learning goals. She believed that she needed to do her best for the students. For example, before Fee started teaching, she must have prepared in advance, such as practicing her pronunciation so that when she could provide correct models for her students. Then, after finishing her teaching, Fee always evaluated or reflected on the lessons that she has done. She also attempted to build students' enthusiasm in learning by preparing small rewards for them.

“Prepare more effort...preparation for English... the pronunciation, then I teach here it must be perfect so that I can give a good impression.”

“So, (I) have to give a reward in the form of gifts like candy, biscuits, pencils, pens, small books”

“Building enthusiasm, always involving students. So it's not just teacher-oriented, but teacher student-oriented. So here it is not only the teacher who explains, but the students are also directly involved”

What Fee has practiced is in accordance with Farrel and Macapinlac (2021) who stated that principles regarding qualities that are believed to be possessed by teachers such as fostering student motivation to be enthusiastic in learning English. These educational principles are closely related to the reflection of actual teaching practice. Having a good relationship with students is the key to a successful classroom, and teachers need to be passionate in explaining the material and teaching in general. This is in line with Playsted (2019) who states that the principles of quality in teaching that are owned by teachers are the application of pedagogical principles in teaching practice in the classroom. In line with the research conducted by Farrel's and Avejic (2020) before starting to teach, it is necessary to prepare vocabulary in English, so that when teaching can give good results. Then he also has the principle of a student-oriented or student-centered approach. This statement is also relevant to the findings of Kusumarasyati and Retnaningdyah (2020) which states that in teaching pre-service teachers it is necessary to prepare foreign language knowledge and skills. Because in

teaching, pre-service teachers need to master this foreign language knowledge and be able to demonstrate their abilities well. This is also relevant to the findings of Farrell and Kennedy (2019) which state that the principles regarding the qualities possessed by teachers such as establishing personal relationships with students and fostering curiosity. These principles are closely related to the reflection of his teaching practice. Besides, having confidence in teaching is the key to success in the classroom.

Theory

In terms of theory, teachers need to think of how they transform the teaching theory into practice in the classroom. This might also include lesson planning for teaching. The participant stated that in applying the theory of teaching, she always followed the format of the latest lesson plan so that the learning process would not be monotonous. Fee said that the method she used for teaching was task-based language learning. When Fee said that she attempted to prepare the lessons beforehand, it seemed she really did what she said. In planning the lesson, she was quite meticulous. She began her lesson planning by surfing on the internet, visiting the websites from of Indonesia to find the best model of lesson plan. After she found the examples of lesson plan that matched the basic competences that she would teach, she then consulted with her teacher supervisor. She asked the teacher from the school she conducted teaching practice whether she could use those format of lesson plans. After confirming the lesson plan format from the supervisor, she attempted to pay attention to the learning activities in the example of lesson plan she got. Once she had finished with lesson plan things, she continued surfing the internet to find the best references for her lesson. She even prepared a quiz using online quiz platform to make the learning more interactive.

I started looking for lesson plans references on the "Ayo Guru Berbagi" site and found the lesson plans that matched the basic competencies that I used. Then, I did a consultation session with Ms Yuli (pseudonym) regarding the RPP (lesson plan) format used at my school, whether to use the format from school or I could use the RPP format outside the school regulations. What worked well during the consultation session with Ms Yuli was that I got an explanation and information about the lesson plans used at school. Here, she also explained that the school already has its own RPP format. She added that they did not use the one-page RPP. (Day 10 of the teaching practice)

What I plan to do today is prepare myself to teach offline and review my lesson plans. I looked back at my lesson plans and made some minor improvements to the learning activities. Next, I also prepared a quiz where I used the Quizizz platform to make learning more interactive. (Day 26 of the teaching practice)

These findings are in line with the research findings from author Farrell and Macapinlac (2021) stating that identifying teaching content greatly affects the teaching methods chosen and adapted to the needs of students. During the teaching process, she prioritizes the needs of students and better their professional development. In her theory, she first creates a new activity, prepares assignments according to the student's level, and the lesson plans that have been made are used to help her organize the class better. This is in line with Playsted (2019) which states that learning theory and exploratory learning strategies greatly affect students' competence and ability in learning. In line with the research conducted by Farrell and Avejic (2020) during the teaching process, he prioritized the needs of his students by explaining the approach applied in the teaching and learning process. In theory, he also puts into practice the way he teaches. This statement is also relevant to the findings of Farrell and Kennedy (2019) which state that in applying teaching theory always pay attention to planning procedures so that the learning process can run well. He also said that the method he used to teach was a task-based approach and a simple structural approach. This statement is also relevant to the findings of Kusumardiyati and Retnaningdyah (2020) who states that in theory he prepares interesting learning concepts, adjusts the methods used to facilitate learning in the classroom, and the learning concepts that have been created are used to help control the class when students are not paying attention.

Practice

The participant stated that in applying the theory of teaching, she always followed the lesson plan so that the learning process is not monotonous. From what she did, it seemed that Fee really did what she said. She really did embed quiz for her teaching to make the students' interest in the lesson. Regular teaching practices were also done by Fee, such as providing the materials in LMS (Learning Management System), explaining the material, giving examples of conversations from the material that has been explained, giving students practice questions, and even giving them assessment. These were reflected from her diary.

What I did today is teaching students in class X MIPA 4 using Google Meet for online class meetings and using Google Classroom to share the material. In addition, I did attendance by calling the names of students one by one. Don't forget, I also give practice questions at the end of this online class meeting. (Day 22 of teaching practice)

When teaching, it also seemed that Fee tried to engage the students to voluntarily involve in the learning process. The online quiz given by her was also used to attract the students' enthusiasm.

Then asked if anyone would volunteer to read authentic material, there were some students who were very willing to read the material. (Day 24 of teaching practice)

I am also able to apply quizzes to provide a more interactive learning atmosphere. In addition, using Quizizz to conduct my quiz can also provide enthusiasm for learning for students because of its attractive visuals. (Day 26 of teaching practice)

Fee attempted to be a humanized teacher since she was not only teaching her students but also tried to involve them and was willing to listen to her students' voices and opinions.

After that I explained the material about the "should for obligation" capital. Then, I give exercises so that students are willing to voice their opinions. (Day 29 of teaching practice)

Fee also assessed the students once the topic has finished. From her diary, it seemed that the assessment ran well and even her students gained high scores for that.

What I did today is to give daily tests to students through Google Classroom. (Day 32 of teaching practice)

What worked well was that I was able to provide a detailed explanation about the daily test to be carried out. The results of the students' grades were also very good and the average score was above 90. (Day 32 of teaching practice)

Besides these teaching practices, it seemed that she also dealt with the classroom management practices during the teaching practicum, such as: taking the attendance, dealing with time management, calling and memorizing students by names, and dealing with discipline and consequences. Most of these classroom management practices done by Fee are all covered by the classroom management theories from Marzano et al. (2003). These classroom management practice could be seen from her diary and also interview transcript as follows.

What worked well today was that I was able to teach students with good time management. (Day 22 of teaching practice)

What didn't work well was my weakness in spelling my students' names. During a class session, I called one of the students, but the student said that my name was a little wrong and he confirmed how to call his name. (Day 25 of teaching practice)

What didn't work well was that I hadn't memorized all the students' names. (Day 29 of teaching practice)

"So, on the second day of my teaching, there was a student whom I called more than three times without any responses. Therefore, I told them, "Okey, for those who do not respond to me, I will consider them as absent."

The teaching practices that Fee did mostly are in line with the research findings from Farrell and Macapinlac (2021) stating that identifying teaching content greatly affects the teaching methods chosen and adapted to the needs of students. During the teaching process, she prioritizes the needs of students and better their professional development. In her theory, she first creates a new activity, prepares assignments according to the student's level, and the lesson plans that have been made are used to help her organize the class better. Furthermore, one point that is interesting from this finding is that both the respondents of Farrell and Macapinlac (2021) and Fee not only deal with teaching practices but also classroom management practices. This implied that Fee, the respondent of this study, really put her philosophy into practice. She believed that teacher's role is not merely delivering materials, but also building good rapport with their students. This is in line with Playsted (2019) who states that in carrying out initial teaching practices, she teaches students by approaching and prioritizing students' needs. During the teaching process, she always finds out the progress of the students he teaches by providing explanations of the material and students' responses to understanding the material. In line with research conducted by Farrell and Avejic (2020) which states that in the teaching practice process, first look at the syllabus used to design the material. In carrying out teaching practice, he also applies classroom management practices. This statement is also relevant to the findings of Kusumarasdyati and Retnaningdyah (2020) which focus on classroom management and student development. The results of her research indicate that in teaching practice classroom management is needed, especially in managing time and how to control the class when students are not paying attention. She also said that the role of the teacher was not only to make the learning process interesting but also to be able to manage the class well. This is also relevant to the findings of Farrell and Kennedy (2019) which state that in practice, following learning procedures always practice recognizing new vocabulary in English. In teaching practice, he also always considers the abilities of his students.

Beyond practice

Beyond practice refers to the critical reflection. Fee mentioned how she reflected outside of teaching practice. She explained that she needed to improve her way of teaching, always tried to build good communication with students, at the end of the lesson she also provided a platform for the students to give impressions and messages to her as her evaluation. She did this reflection because she thought it was important to make students feel that their teachers treated their students well and avoid social gaps between students and teachers. When Fee was not teaching, she positioned herself not as a teacher, but as a student. Through this way, Fee can see clearer how teacher should interact with the students.

"Outside of teaching, I am just like myself. So here I do not consider myself as a teacher."

"I asked the students to write messages about me and their impressions of my teaching through Padlet. Here, they are free to want my teaching style, my character, or whatever the students can devote to them."

"So how do I engage in the practice of critical reflection on myself? Yes, by asking the students to complete the reflection task and writing about myself, then I also reflect on the feedback from the students "oh it means I have to be like this", from their testimony, I made improvements, and practiced a lot."

Furthermore, Fee also reflected on what she has taught. She believed that being a teacher means being a long-lasting learner. She believed that she should always learn and develop herself.

“Being a teacher means we do a long-lasting learning. It never ends. We need to always learn and improve and upgrade ourselves. We not only need to get the knowledge but also need to train our attitude and behaviour as teachers. That’s why I always question myself from what I have taught, about my teaching and learning.”

These findings are in line with the research findings from Farrell and Macapinlac (2021) stating that reflected outside of teaching practice greatly influences future teaching. During the teaching practice process, she reflects outside of practice by controlling communication between students and wanting more constructive and supportive feedback from students. Reflecting outside of practice can help teachers gain a better viewpoint on their side and get more understanding on how things work. This is in line with Playsted (2019) stating that reflected outside of practice is very important, because it affects the quality of teacher teaching. She reflects outside of practice by establishing communication with students and at the end of the lesson he evaluates with students about his teaching. In the same vein with a study conducted by Farrell and Avejic (2020) stated that, during teaching practice he reflected outside the practitioner by wanting feedback from students that occurred during lessons and asking students to correct mistakes while teaching. This statement is also relevant to the findings of Kusumarasyati and Retnaningdyah (2020) stating that she reflected outside of teaching practice by improving has teaching methods, controlling patience with students, and as an evaluation, also accepting criticism from students. This reflection is used to improve has way of teaching and can explain to students. This is also relevant to the findings of Farrell and Kennedy (2019) which state that reflection outside of practice is done by receiving feedback from students and he explains that he needs to improve his teaching methods so that students can easily understand the material. In addition, he also needs to improve his ability to approach students.

CONCLUSION

This present study aims to identify the reflective practice of the EFL pre-service teacher during teaching practice at schools. From the results and discussion, it was found that the pre-service teacher of this study not only had the three hidden aspects of reflective teaching (i.e., philosophy, principles, and theory), but also did them all in her real teaching practice. The reflection that she did, greatly influenced how she taught students to be a better english teacher in the future. This study, however, has limitations in some aspects. It is limited to only investigating one pre-service teacher from one batch and one school. Further research, therefore, could dig deeper on the reflective teaching practices from more than one EFL pre-service teachers who conduct teaching practice in different types of schools, and see the differences among them.

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